

Problems and Concerns of College Freshmen



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and

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A Report Based upon the Responses
of 567 Freshmen Enrolled in the
College of Agriculture and the
School of Home Economics
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# **PROBLEMS AND CONCERNS OF COLLEGE FRESHMEN**

**A Study of Freshmen Students in the College of  
Agriculture including the School of Home Economics  
in terms of their problems as summarized from  
the use of the Bender Problem Check List.**

**RUTH HOEFLIN and RALPH E. BENDER**

## **INTRODUCTION**

College freshmen, like many other people, have problems and concerns. These problems are as broad as life itself. They are not centered entirely around education, as many may believe. Students also have worries about such things as being good citizens, socially well adjusted, economically secure and morally good. Although at times carefree and confused, students are in search of a satisfactory well-balanced life.

Like other youth, students need help and they want it. If their problems are to be solved intelligently they need to be identified and defined. Too often the real, personal concerns are not known—they are kept within the student and frustration results. Parents, college instructors and guidance personnel need to understand such difficulties and worries if they are to perform their role in an effective manner.

In the fall of 1952, 567 freshmen in the College of Agriculture, including Home Economics, made use of a problem check list for rural youth as a means of identifying their problems. This check list of 300 problem items is a device that has been developed to aid in individual counseling as well as in the development of youth programs. Its specific contribution is that of serving as a means whereby youth make an inventory of their concerns. The problem items are simple phrases that are familiar to youth such as "Slow in making friends," "Need more schooling," "Lack confidence in myself," and "Have too few dates." These items which are grouped in areas do not define problems, but rather they suggest problems to the person checking the list. The

principal advantages of the problem check list method are that it is readily understood, it is simple to administer, the respondents enjoy it and believe it to be worthwhile, the results can be summarized and analyzed easily, and are valuable in interpreting the concerns of the students.

Students or other respondents using the check list read the items slowly and check those in which they have a concern. As they complete each of the six vertical columns they cut across the ten different areas in which the items are classified. These areas are shown in Figure 1 below.



Fig. 1.—Ten Areas in Bender Check List

A copy of Bender Problem Check List is in Appendix A. This list is designed for easy tabulation for the individual summarizing the problems of the student. For instance, reading horizontally across the six vertical columns, the first five items in each column are in the health and physical area. The next series of five items represent the area of relationship with people. The problems checked in each of the ten areas can be tabulated quickly and a total count made for each which gives a picture of the problem areas for an individual.

To supplement the check list information 75 conferences were conducted with the students. Although these conferences were planned for the purpose of informing the student of some of the results of his participation, most of the students used this period to ask questions and to obtain counseling. They seemed to appreciate the opportunity to discuss personal problems and concerns.

The major analysis of this paper reports on the number of items checked in the various areas. The writers recognize that the number of problems checked may not be a clue of the seriousness of the problem. For example, a person checking a small number of items may have a more serious problem and need more help than a person who has checked many. The recognition of a problem is prerequisite to its solution. The checked items are somewhat indicative of what needs to be done to assist the students.

The fact that an individual has a problem is not in itself "bad." A problem may be an incentive for improvement for one individual yet hinder the growth and development of another. Once a student is aware of his problem and feels the need for help, guidance can be given him to help remove this barrier.

## **TEN PROBLEM AREAS**

The Bender Problem Check List classifies 300 items in the following ten areas: (Specific items are listed in the Appendix).

1. **Health and Physical Development** includes such concerns as weight, physical handicaps, physical appearance and health problems including sinus trouble, headaches, hay fever, weak eyes and colds.
2. **Relationship With People** covers items involving acceptance by others, trouble in making friends, inferiority complex, jealousy, personal sensitivity, desire for leadership and acceptance in a group.

3. **Citizenship** includes politics, war problems and military service, taxes, laws, debts, unions, freedom and responsibility in government.
4. **Education** covers basic needs such as spelling, reading, writing, and mathematics as well as items on study habits, mental capacities and value and cost of a college education.
5. **Vocation and Economic** presents items as choice of occupations, restlessness at the delay in starting on a career, abilities needed and possible competition in a chosen career as well as such financial concerns as how to save and spend money wisely.
6. **Morals and Religion** helps reveal the confusion of young people in their conceptions of God, conflicts between science and religion and participation in church. Feeling guilty, using profanity, having prejudices and bad habits are some of the other items included.
7. **Personal Temperament** includes items involving some of the emotional problems such as day dreaming, confusion, forgetfulness, moodiness, nervousness, happiness and worries.
8. **Courtship, Sex and Marriage** includes going steady, mate selection, fear of marriage, lack of sex knowledge or concern over sex urge, being in love, too few dates, and establishing a home.
9. **Social and Recreational** presents such items as need for knowledge of acceptable etiquette and social skills, including dancing, conversation, time for recreation and sports, mixing with other people and participating in social activities.
10. **Home and Family** includes such problem items as conflicts and quarrels among family members, being ashamed of one's home or unhappiness, sickness, or divorce in the home and lack of cooperation and understanding with parents.

## COMPOSITION OF FRESHMAN CLASS

College of Agriculture and School of Home Economics, Autumn, 1952

### Sex Distribution

|                 | Number | Percent | Age in years         | Number | Percent |
|-----------------|--------|---------|----------------------|--------|---------|
| Men . . . . .   | 400    | 70.5    | 17 . . . . .         | 24     | 4       |
| Women . . . . . | 167    | 29.5    | 18 . . . . .         | 338    | 59      |
|                 |        |         | 19 . . . . .         | 142    | 25      |
| Total . . . . . | 567    | 100     | 20 or more . . . . . | 63     | 12      |
|                 |        |         |                      | 567    | 100     |

### Dwelling

|            |     |       |                                                                                                         |
|------------|-----|-------|---------------------------------------------------------------------------------------------------------|
| At Home—   | Men | Women |                                                                                                         |
|            | %   | %     |                                                                                                         |
|            | 11  | 12    | small city (2,500 to under 25,000)                                                                      |
|            | 8   | 7     | middle city (25,000 to under 100,000)                                                                   |
|            | 14  | 43    | large city (100,000 to under 1,500,000)                                                                 |
|            | 33  | 62    | urban                                                                                                   |
|            | 12  | 8     | rural non-farm (see figure 2)                                                                           |
|            | 55  | 30    | farm                                                                                                    |
| On Campus— | Men | Women |                                                                                                         |
|            | %   | %     |                                                                                                         |
|            | 31  | 57    | in dormitories                                                                                          |
|            | 53  | 6     | in private or boarding homes                                                                            |
|            | 7   | 35    | at home in city or commuted                                                                             |
|            | 10  | 2     | in fraternities or checked "other" which included home of relatives, college barn or scholarship house. |

### Work

33 % of men and 20 % of women were working part time.

### Fraternal Interest

33 % of total group were pledged to a fraternity or sorority  
 33 % expressed an interest in joining  
 15 % were opposed  
 19 % made no comment

### Marital Status

Nine married, two women, seven men  
 Five of seven men were veterans past 22 years of age who had served from 2½ to 4 years in armed forces before coming to the university.

### Education of Parents

75 % of mothers, 66 % of fathers had completed high school.  
 Out of this group 37 % of mothers, 40 % of fathers had attended one or more years of college.  
 Only 28 parents or 3 % of the entire group had less than an 8th grade education.

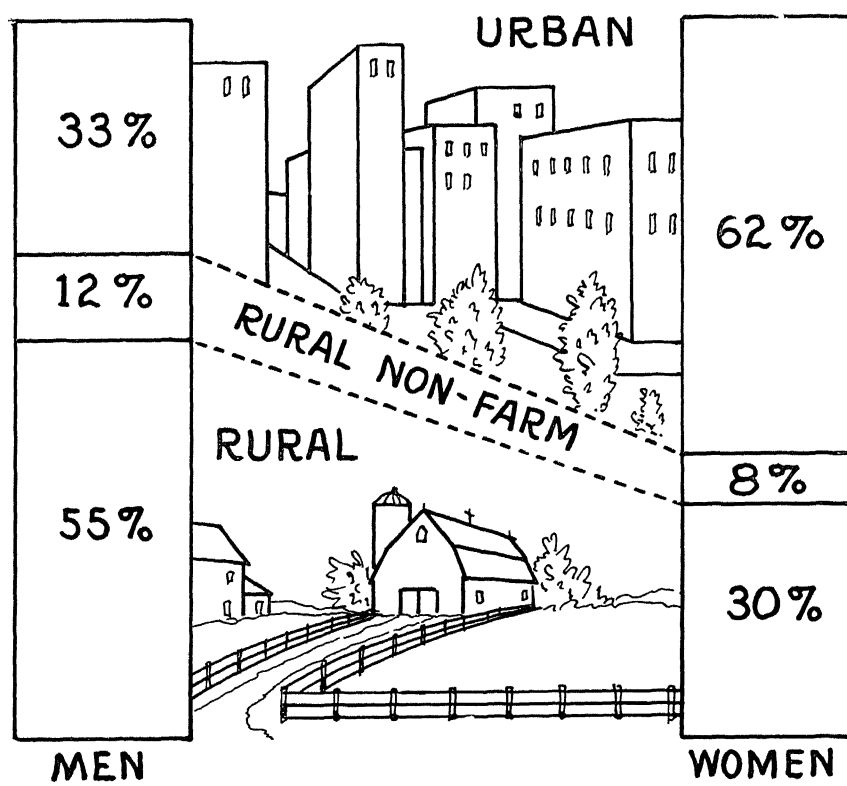


Fig. 2.—Place of Residence of 567 Freshmen in the College of Agriculture



## RANK ORDER OF AVERAGE NUMBER OF PROBLEMS CHECKED IN TEN AREAS

The average number of problems checked was 18 as shown in Table 1 below. The range in numbers checked was from a low of one to a high of 117.

**TABLE 1.—Rank Order and Average Number of Problems Checked  
in Ten Areas by College of Agriculture Freshmen**

| Area                     | Total Group* |                   | Men*       |                   | Women*     |                   |
|--------------------------|--------------|-------------------|------------|-------------------|------------|-------------------|
|                          | Rank order   | Ave. No. problems | Rank order | Ave. No. problems | Rank order | Ave. No. problems |
| Education                | 1            | 3.8               | 1          | 3.9               | 1          | 3.4               |
| Personal temperament     | 2            | 2.6               | 4          | 2.4               | 2          | 2.9               |
| Social and recreational  | 3            | 2.4               | 3          | 2.5               | 4          | 2.1               |
| Citizenship              | 4            | 2.3               | 2          | 2.6               | 5          | 1.7               |
| Health and physical      | 5            | 1.8               | 5          | 1.6               | 3          | 2.3               |
| Courtship, sex, marriage | 6            | 1.3               | 7          | 1.3               | 7          | 1.4               |
| Relations with people    | 7            | 1.3               | 9          | 1.2               | 6          | 1.6               |
| Vocation and economics   | 8            | 1.2               | 6          | 1.3               | 8          | 1.1               |
| Morals and religion      | 9            | 1.1               | 8          | 1.2               | 10         | .9                |
| Home and family          | 10           | .8                | 10         | .7                | 9          | 1.0               |
| Total                    |              | 18.6              |            | 18.6              |            | 18.4              |

\*Total group—567 individuals; men—400, women—167.

The largest number of items checked by both men and women was in Education area.

Personal temperament area ranked second for total group whereas for men citizenship area was second and social-recreational area was third. For women personal temperament was second and health and physical was third.

Items in home and family area were checked least frequently of all areas by men while morals and religion area was least checked by women.

## PROBLEMS MOST FREQUENTLY CHECKED

Table 2 (opposite page) presents the 22 items most frequently checked in all areas by 400 men and 167 women in the freshman class.

The item most frequently checked by men was "concerned about military service" and was checked by 43% of the 400 men.

The item most frequently checked by women was "have difficulty in concentrating" which was of concern to 47% of the 167 women. This particular item was classified in the area of education although the basic cause could be due to other reasons.

The areas of greatest concern for women were education and personal temperament. For men these two areas plus citizenship appear to be of major concern.

## AREAS CLASSIFIED BY MOST FREQUENTLY CHECKED PROBLEMS

The 22 of the possible 300 items most frequently checked by the freshmen students can be classified in the following areas:

| For the 167 women       | For the 400 men            |
|-------------------------|----------------------------|
| 8 education             | 9 education                |
| 4 personal temperament  | 5 personal temperament     |
| 3 relations with people | 4 citizenship              |
| 2 health—physical       | 1 morals—religion          |
| 2 social—recreation     | 1 social—recreation        |
| 1 vocation—economics    | 1 vocation—economics       |
| 1 morals—religion       | 1 courtship, sex, marriage |
| 1 citizenship           | _____                      |
| _____                   | 22                         |
| 22                      |                            |

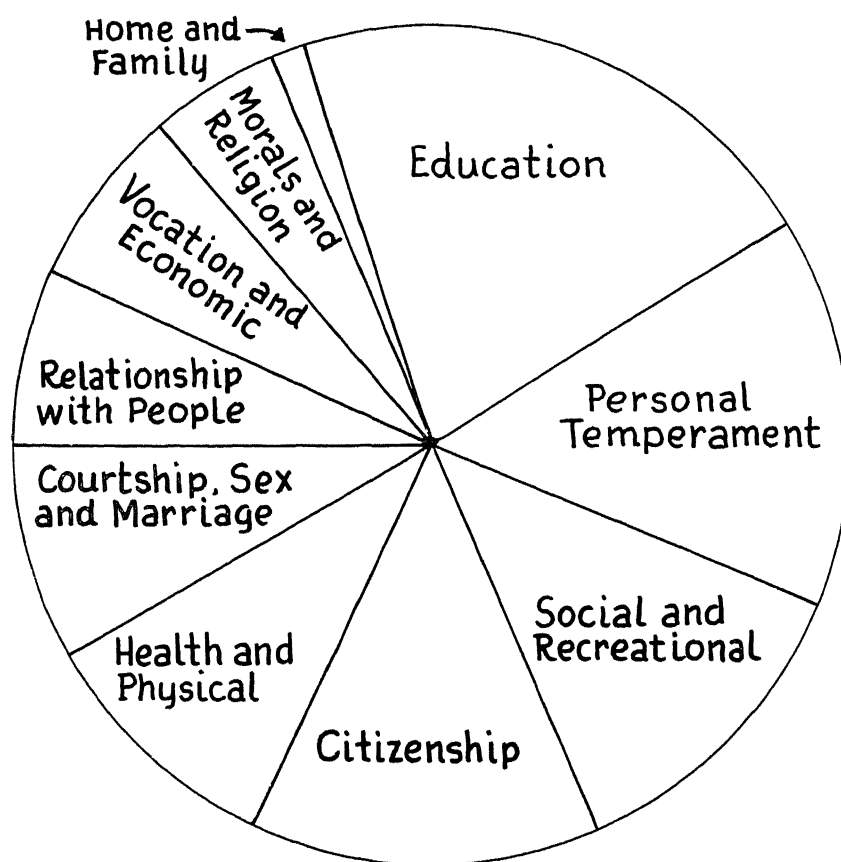
**TABLE 2.—Problems Checked Most Frequently by College of Agriculture Freshmen by Rank Order, Sex, and by the Percent Checking**

| Rank | Item                                                  | Percent of Women Checking |
|------|-------------------------------------------------------|---------------------------|
| 1.   | Have difficulty in concentrating . . . . .            | 47                        |
| 2.   | Vocabulary too limited . . . . .                      | 40                        |
| 3.   | Get too little sleep . . . . .                        | 35                        |
| 4.   | Worry too much . . . . .                              | 34                        |
| 5.   | Lack confidence in myself . . . . .                   | 29                        |
| 6.   | Take things too seriously . . . . .                   | 27                        |
| 7.   | Read too slowly . . . . .                             | 25                        |
| 8.   | Feel I need to have more schooling . . . . .          | 25                        |
| 9.   | Wanting a more pleasing personality . . . . .         | 24                        |
| 10.  | Too little chance for reading what I like . . . . .   | 23                        |
| 11.  | Unable to express myself in words . . . . .           | 23                        |
| 12.  | Fail to go to church as often as I should . . . . .   | 23                        |
| 13.  | Weak in spelling . . . . .                            | 22                        |
| 14.  | Feelings too easily hurt by criticism . . . . .       | 22                        |
| 15.  | Afraid of making mistakes . . . . .                   | 20                        |
| 16.  | Feel I'm not using my leisure time well . . . . .     | 20                        |
| 17.  | Schools don't seem to offer what I need . . . . .     | 20                        |
| 18.  | Do not believe we will have a lasting peace . . . . . | 20                        |
| 19.  | Feeling inferior . . . . .                            | 19                        |
| 20.  | Have a poor complexion . . . . .                      | 19                        |
| 21.  | Weak in writing . . . . .                             | 19                        |
| 22.  | Doubt the wisdom of my educational choice . . . . .   | 19                        |

| Rank | Item                                                  | Percent of Men Checking |
|------|-------------------------------------------------------|-------------------------|
| 1.   | Concerned about military service . . . . .            | 43                      |
| 2.   | Weak in spelling . . . . .                            | 40                      |
| 3.   | Feel I need more schooling . . . . .                  | 36                      |
| 4.   | Weak in writing . . . . .                             | 34                      |
| 5.   | Vocabulary too limited . . . . .                      | 32                      |
| 6.   | Have difficulty in concentrating . . . . .            | 31                      |
| 7.   | Fail to go to church as often as I should . . . . .   | 30                      |
| 8.   | Don't know how to dance . . . . .                     | 29                      |
| 9.   | Read too slowly . . . . .                             | 29                      |
| 10.  | Have trouble with mathematics that I need . . . . .   | 28                      |
| 11.  | Do not believe we will have a lasting peace . . . . . | 25                      |
| 12.  | Worry too much . . . . .                              | 24                      |
| 13.  | Restless at delay in starting life work . . . . .     | 23                      |
| 14.  | Concerned over corruption in politics . . . . .       | 20                      |
| 15.  | Lack confidence in myself . . . . .                   | 19                      |
| 16.  | Wonder why we fought the war . . . . .                | 18                      |
| 17.  | Take things too seriously . . . . .                   | 18                      |
| 18.  | Afraid of making mistakes . . . . .                   | 18                      |
| 19.  | Am too often discouraged . . . . .                    | 17                      |
| 20.  | Have too few dates . . . . .                          | 17                      |
| 21.  | Unable to express myself in words . . . . .           | 17                      |
| 22.  | Not genuinely interested in books . . . . .           | 17                      |

Source: Original data supplied by students.



**Fig. 3.—Comparison of Ten Areas According to Average Number of Problems Checked by College of Agriculture Freshmen.**

## **MAJOR CONCERNS OF MEN COMPARED TO WOMEN CLASSIFIED BY AREA**

In the succeeding pages, 14 to 33, an accounting is presented of the most common problem items checked by the 567 College of Agriculture Freshmen included in this study. A comparison of the men and women students is made according to the ten most checked items in each of the ten areas.

It is revealing to note the similarity of concern on the part of both men and women. For example, in Personal Temperament (Fig. 5) the ten most checked items were the same for both groups. In the area of Education (Fig. 4) there was likewise considerable similarity in that nine items were the same in the top group for both men and women. This is even more significant when it is known that each area contained a list of 30 problem items.

Equally significant is the distinct differences found in some of the areas; for example, in Social and Recreation (Fig. 6) only six of the problem items are the same in the list of the top ten.

These kind of data are of value in planning programs based upon interests and needs of students. On the College campus as well as in the high schools, a common division of youth groups is on the basis of sex. In some programs just one sex comprises the group, others have both sexes and some have a combination of the two situations. There has been confusion among youth leaders as to the nature of a program that is most suitable for mixed sex groups. An analysis of data, such as reported in this study, will be helpful in making youth programs more meaningful.

## EDUCATION AREA

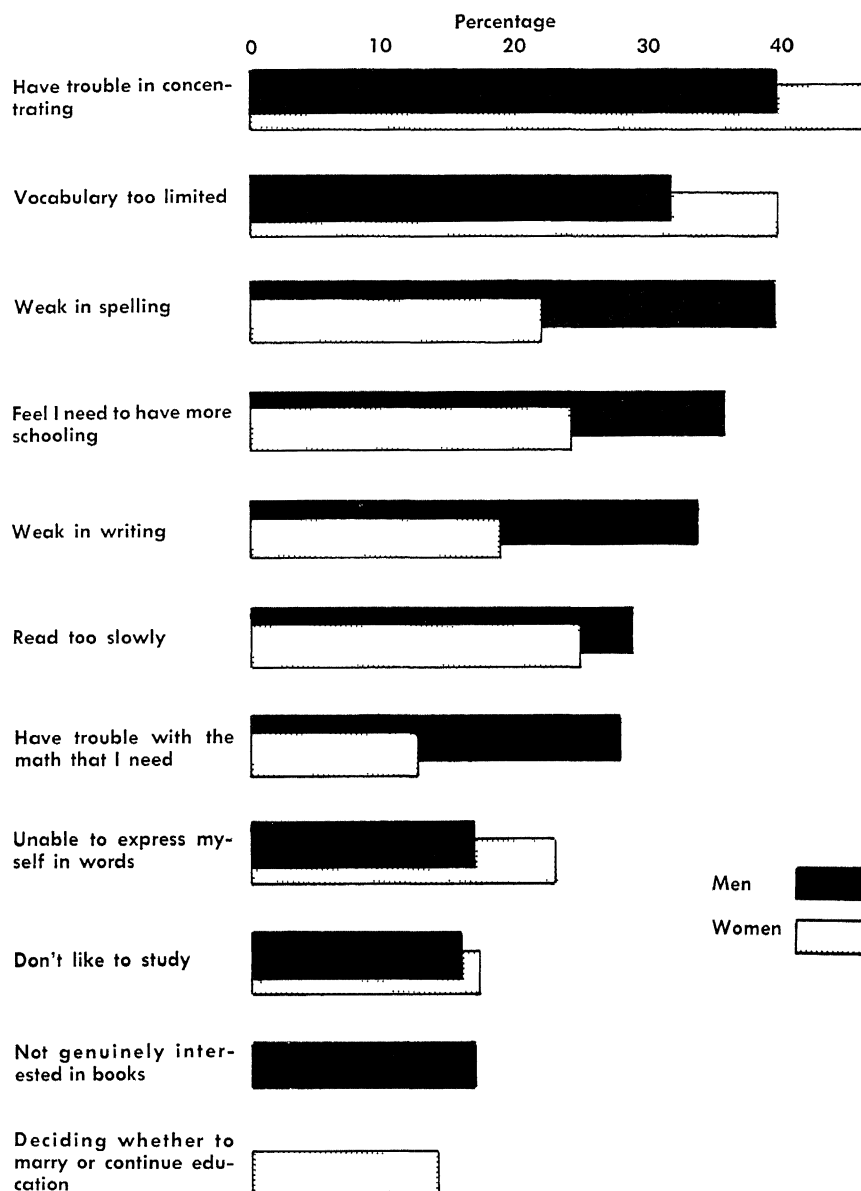
The largest number of problems was checked in the education area by both men and women. Out of the 10 items most frequently checked as problems in this area, the first 9 were the same for both men and women.

A partial explanation of the large number of items checked may be the fact that this list was administered within the first few weeks of Autumn Quarter when the freshmen were facing the problems of the new student in large classes, tough competition and new kinds of courses.

The real needs of freshmen appear to be a better command of reading, writing, and mathematics, necessary tools to meet competition. Men were more concerned with these problems than women as shown in Figure 4. It is entirely possible that the men were more concerned about mathematics because the curricula which they pursued required courses in mathematics. This was not the case for the women students who were majoring in Home Economics. It is logical for students to be concerned about requirements that must be met.

In individual conferences with some of these freshmen, many of those who had checked "read slowly," "have a limited vocabulary" and "do not write well" stated they spent so much time with the mechanics of presenting an idea that they found themselves behind their superior or better prepared classmates. These same students often stated they had "difficulty in concentrating" or "dislike studying." In most cases it is necessary for students to analyze and improve their study habits in order to make effective use of their time. Likewise they need to be encouraged as much as possible to secure a good understanding of the basic communication skills. This should be done in high school as well as in college.

**Fig. 4.—Ten problems checked most frequently by freshmen men and women**



## PERSONAL TEMPERAMENT

How he feels about himself, his outlook on life, and how he tackles problems all seem important in the adjustment a student makes to new situations and to college.

The men and women freshmen checked identical ten items as their most important concerns. "Worry too much" was the top item for both; 33% of women, 24% of men checking this one. Generally women are more concerned about personal temperament problems than men and perhaps this expressed concern shows that women are either more aware of their problems, or that they actually have more worries in this area. Many of the freshman girls seemed to be taking things too seriously and felt overly concerned.

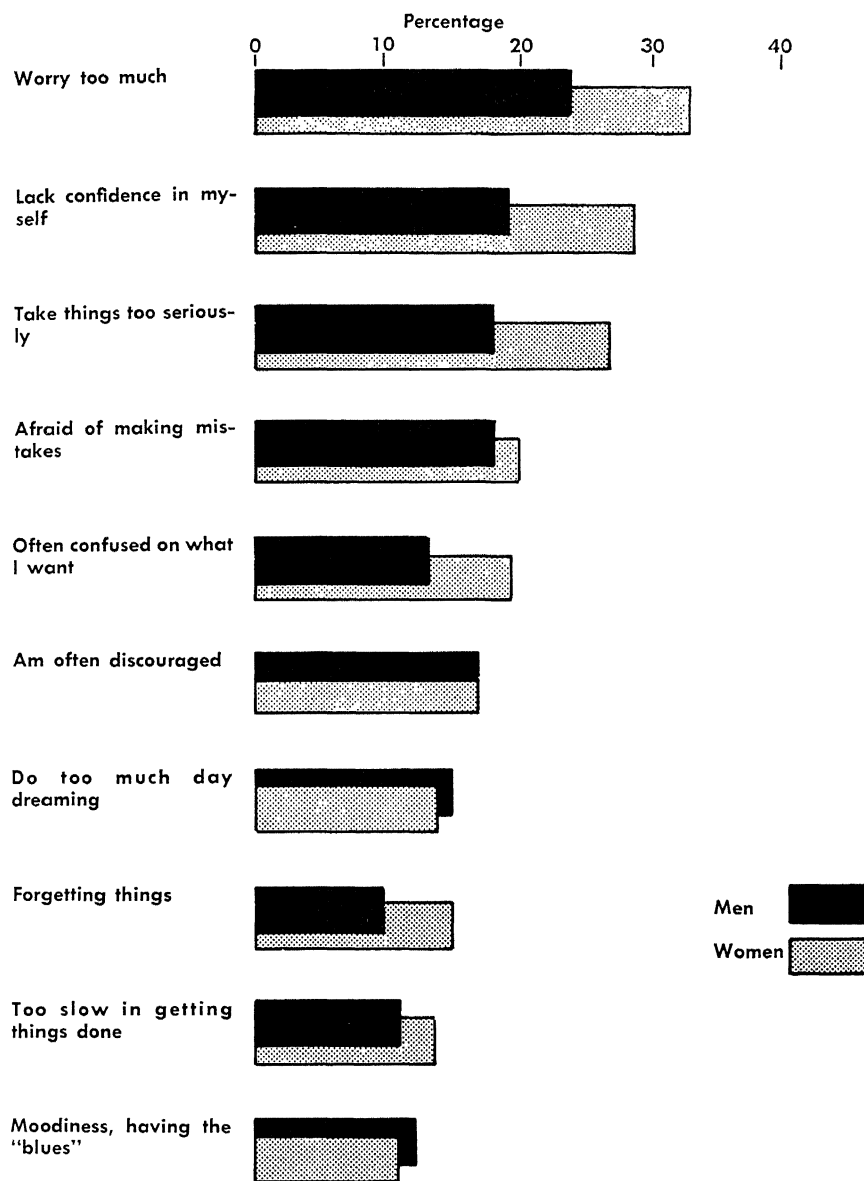
Some of the items checked seem to express concern, insecurity and a fear of stating one's own ideas or experimenting on one's own.

Those students checking day dreaming and moodiness may be using them as an escape from reality rather than facing and solving problems as they occur.

Lack of assurance and self-confidence are often accompanied by confusion, discouragement and forgetfulness, usually indicating deeper problems. Many times a student would check a series of items in this area, further revealing his feelings of inadequacy as well as his need for counseling and understanding.



**Fig. 5.—Ten problems checked most frequently by freshmen men and women**



## SOCIAL AND RECREATION

A difference between the responses of men and women is evident in the items checked most frequently in this area. The men seemed to be more troubled over a lack of ability or finesse in participating in activities that involved groups or individuals of the opposite sex. Women had greater concern for opportunities and time to devote to individual activity such as reading and music.

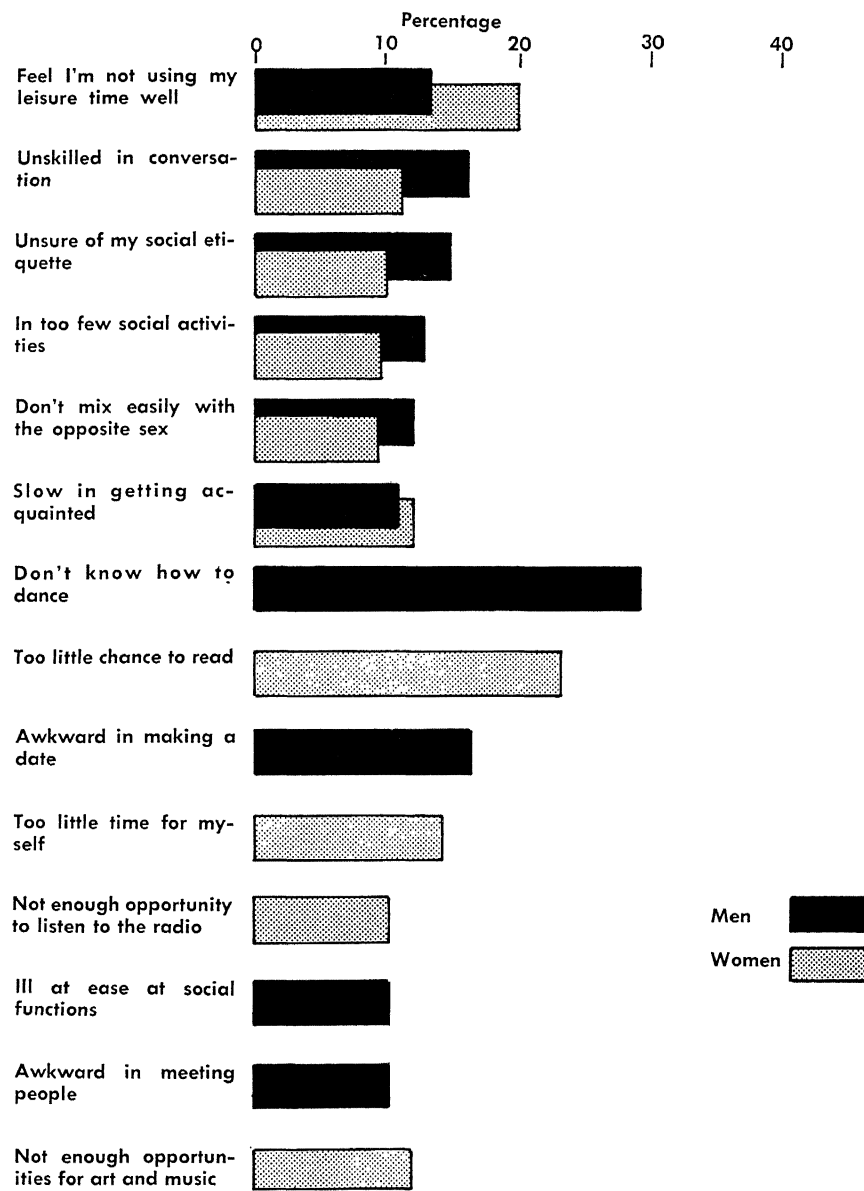
“Don’t know how to dance” caused 29% of the men to be concerned while it was not one of the first ten items for the women. It has been interesting to observe that this particular item has been most frequently checked of any item in this area by men in other groups where the check list has been administered.

Many of the men came from a rural background where they had little opportunity to participate and learn how to dance or because of their slowness in social-physical development or lack of dates, had never learned to dance.

Some of the items checked by women seemed to indicate a wish to compensate for a lack of dates. For instance, 23% checked “too little time for reading what I like” while others checked not enough time for leisure, music, art or radio listening. Like the men they indicated a need for developing more skill in conversation and use of proper social etiquette.

Lack of social skills and not enough social activities indicates that many of these freshmen need help in getting acquainted and perhaps in acquiring some of these social graces they seem to want and yet lack.

**Fig. 6.—Ten problems checked most frequently by freshmen men and women**



## CITIZENSHIP

Concern about war by freshmen students is evident in three of the first five items most frequently checked: "concern about military service," "not believing there will be a lasting peace" and "why we fought the war."

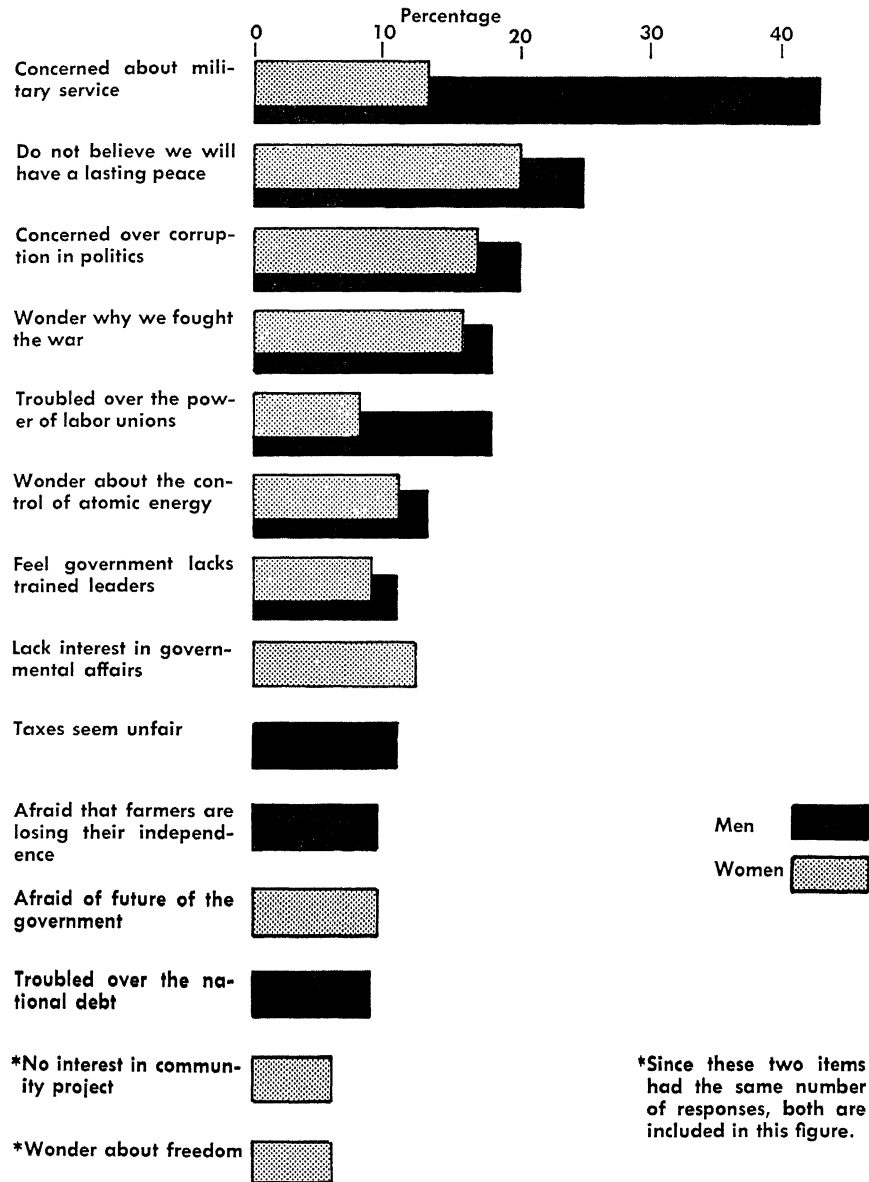
This feeling of anxiety or uncertainty was further evidenced in conferences with these freshmen; the men were concerned about the draft and had the feeling that they didn't or couldn't do much planning for the future until they had served their time; while the women were worried about the men leaving for service and having to postpone or even lose the opportunity for marriage. Many of the women indicated they would like to become engaged or married before "he" departed.

On the whole, as shown in the chart, men seemed to show more interest and concern in the citizenship area than did the women. The item "lack interest in governmental affairs" was among the first ten items checked by women but not for the men.

A criticism that is often leveled at college students is that for four years they show little or no concern about what is happening in the government and country and then emerge as graduates supposedly capable of being useful citizens. This problem should be a challenge to the adults working with young people to try to stimulate interest and concern of youth in this citizenship area.

Perhaps there is no one best way of developing interest and ability to be a useful citizen; however, it appears that every student should have an opportunity to increase his understanding and appreciation of governmental functions through courses and activities. A study of current affairs as well as participation in activities that will improve the immediate community seems desirable. An attitude of living as a useful citizen during college life rather than just preparing to become such a citizen should prevail.

**Fig. 7.—Ten problems checked most frequently by freshmen men and women**



## HEALTH AND PHYSICAL

Of the ten items checked most frequently by both men and women, seven were the same as shown on opposite page.

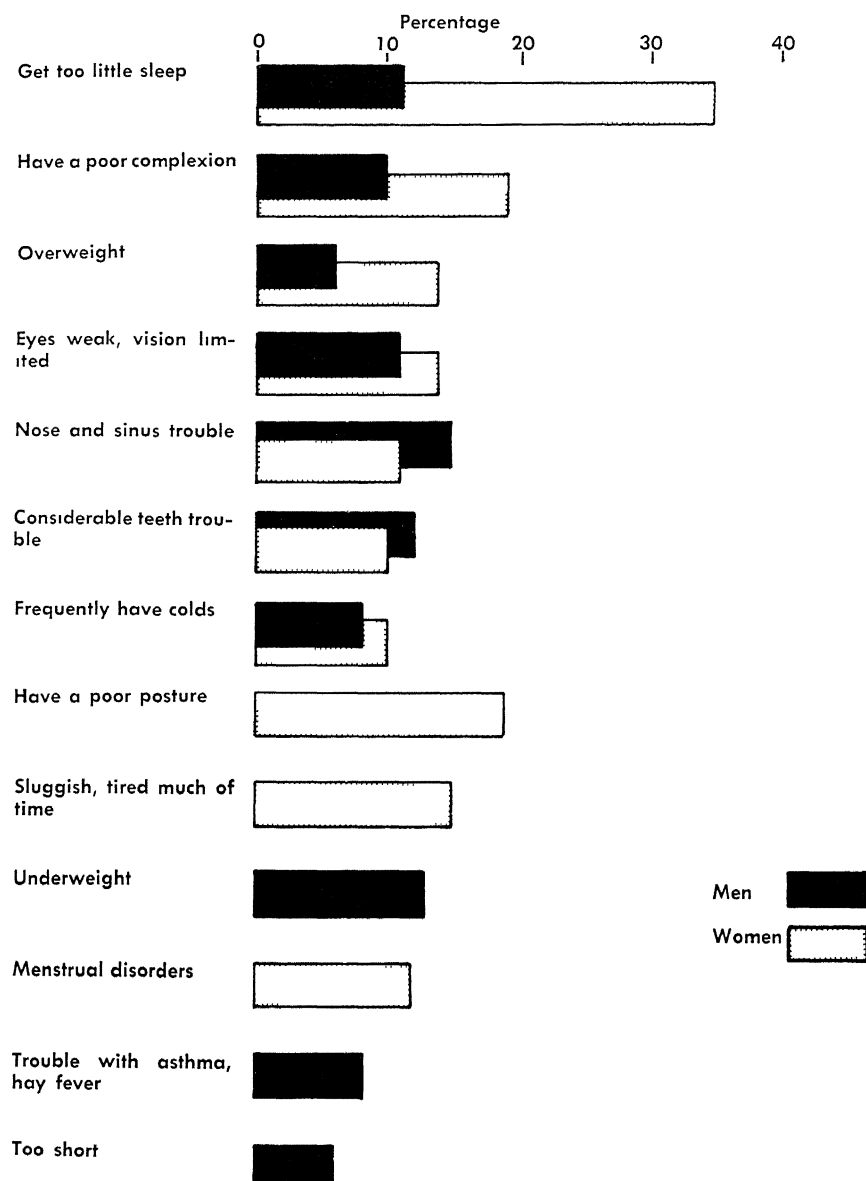
A sex difference is revealed in two of the three remaining items for men, "underweight" and "being too short." These items were major concerns for those men who wanted to be physically equal with their comrades. More women checked overweight, characteristic of their desire to be slim and attractive according to the feminine ideal. "Not enough sleep" seemed a real problem especially for the women. Some stated they had been used to a much earlier bedtime at home and found that living in the dormitory with such distractions as studies and socializing with roommates and corridor friends kept them from an early retiring hour.

Both men and women were concerned about their poor complexion. Often these same students, perhaps feeling self-conscious about their appearance, checked many problems in the area of making friends, feeling inferior and lacking confidence in themselves. Both groups also were bothered with limited vision, nose and sinus trouble as well as having some dental difficulties.

Two of the three remaining items for the women also reveal a sex difference, "having a poor posture" and "menstrual disorders."

As shown in figure 8, the women seemed to be more concerned with problems in the health and physical area than men.

**Fig. 8.—Ten problems checked most frequently by freshmen men and women**



## COURTSHIP, SEX AND MARRIAGE

With recent studies showing that individuals are marrying at an earlier age, with the high school patterns of going steady and early engagements, the problems in this area are real for some freshman students. During the student conferences three items of concern were evident, going steady, having a successful marriage and general confusion due to the times in which they lived.

Many of the freshmen, especially the women, admitted that going steady has been important for the security of having dates for weekends and of belonging to a group.

A few of the men expressed frustration at being paired off with a girl whether they really wanted to go steady or not.

Some of the women stated that if they did "break off" with one fellow, it was difficult establishing the fact that they were "free" for dates with other men since they had been labeled as "Joe's girl" for so long.

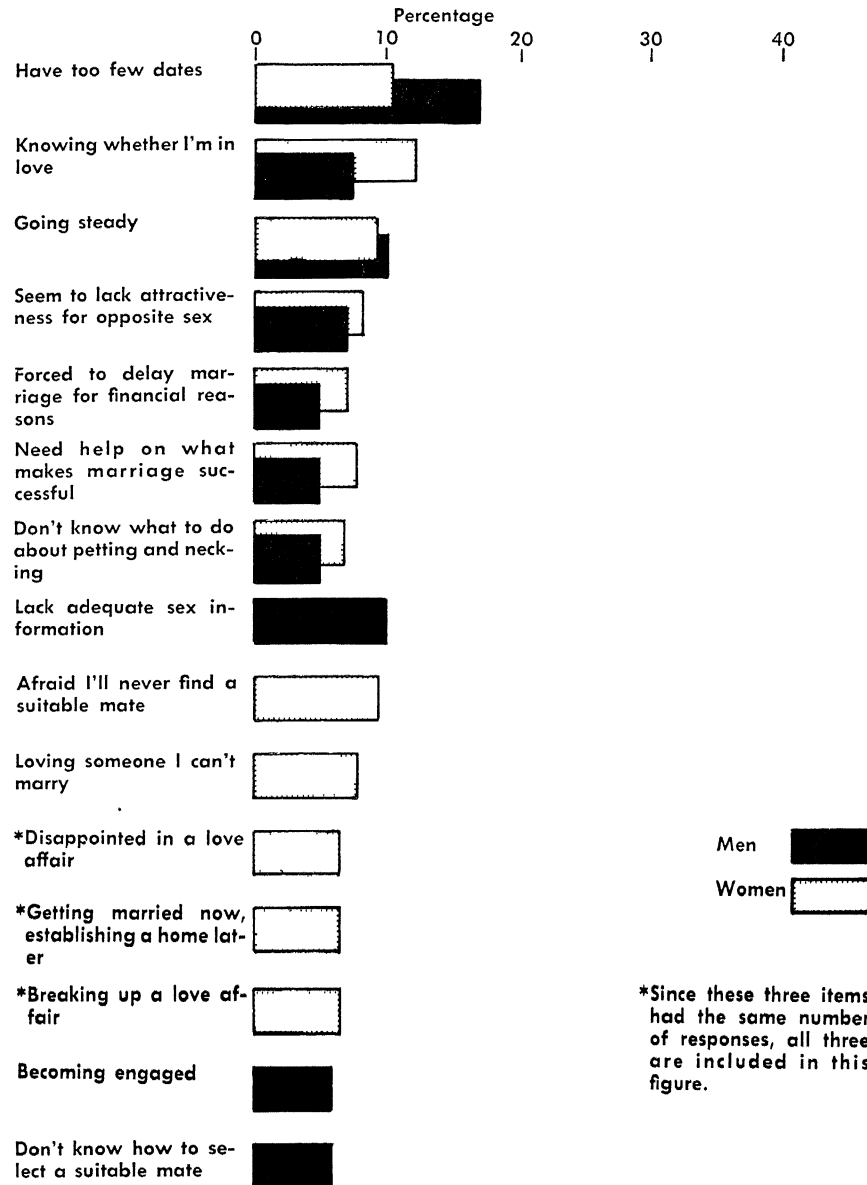
Both the men and women expressed a need for help on making marriage successful. Perhaps high schools and colleges need to have courses which will help adolescents realize what are the factors involved in marriage and in building a happy family.

The items checked most frequently in this area reveal some of the confusion that freshmen face with the desire and urge to marry early, the demand of the military service for the men, and the lack of money for marriage especially if a college education is desired.

What is often called the "sexual dilemma" is evidenced in these freshman answers.



**Fig. 9.—Ten problems checked most frequently by freshmen men and women**



## RELATIONSHIP WITH PEOPLE

Of the ten problems most frequently checked by men and women eight were the same in the area of relationship with people.

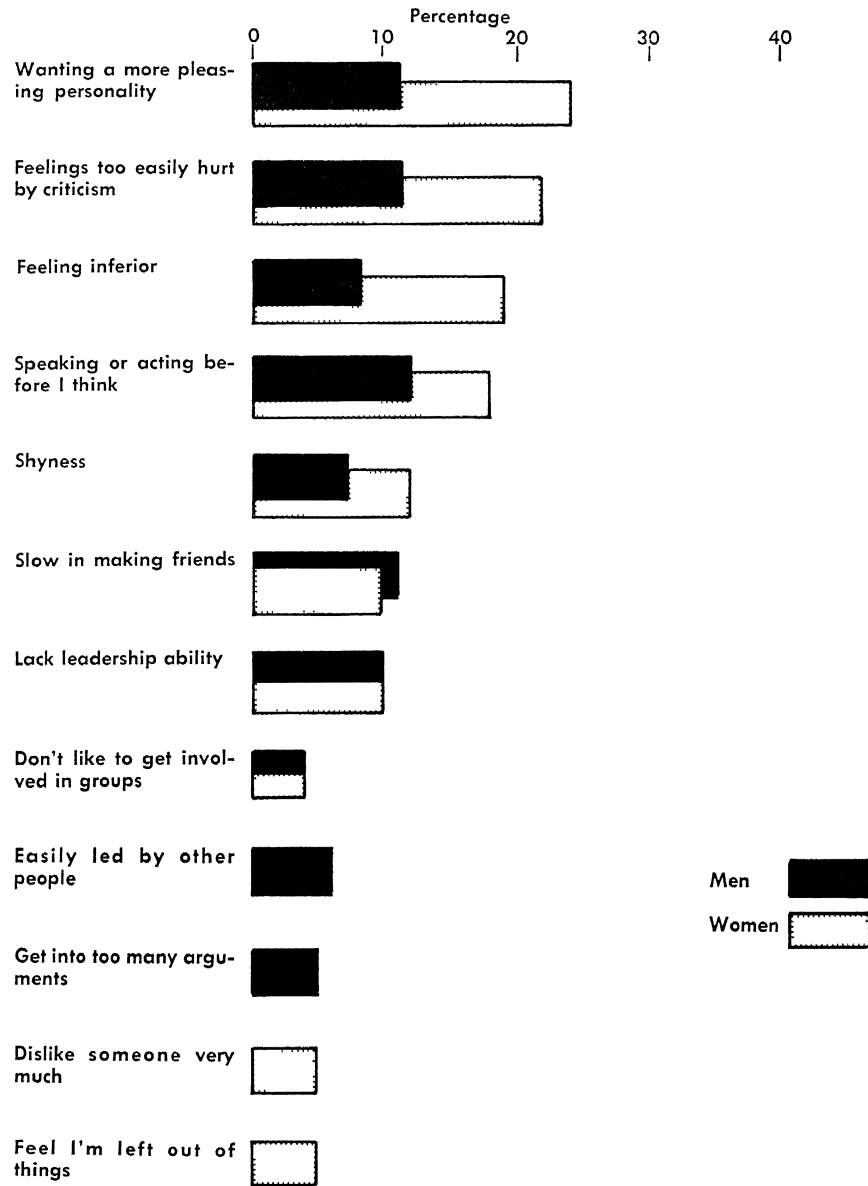
The items checked by these young people indicate they want to be accepted in groups but do not know how to make the inner circle, or how to develop a more pleasing personality.

Being sensitive and not too sure of themselves is evident in the items "feelings too easily hurt," feel inferior or left out. Perhaps because the students are ill at ease or shy, they find themselves slow at making friends. Some of the men wanted to know how they could become acquainted or have real friends.

In conferences with these students, the men especially commented that they wanted to become leaders but did not know how. Among the first ten items men checked "too easily led by other people" and "get into many arguments" while the women checked "dislike someone very much" and "feel I'm left out of things."

How to get along with others is an asset to each individual; it is a qualification sought after by employers. Some of the freshmen seemed to realize the importance of the development of a well-rounded personality and wanted help in this area. They seemed to feel that the "outgoing" person was making a better adjustment and being accepted by other students more than the student who stood back waiting to be asked or who wasn't a part of the group.

**Fig. 10.—Ten problems checked most frequently by freshmen men and women**



## VOCATION AND ECONOMIC

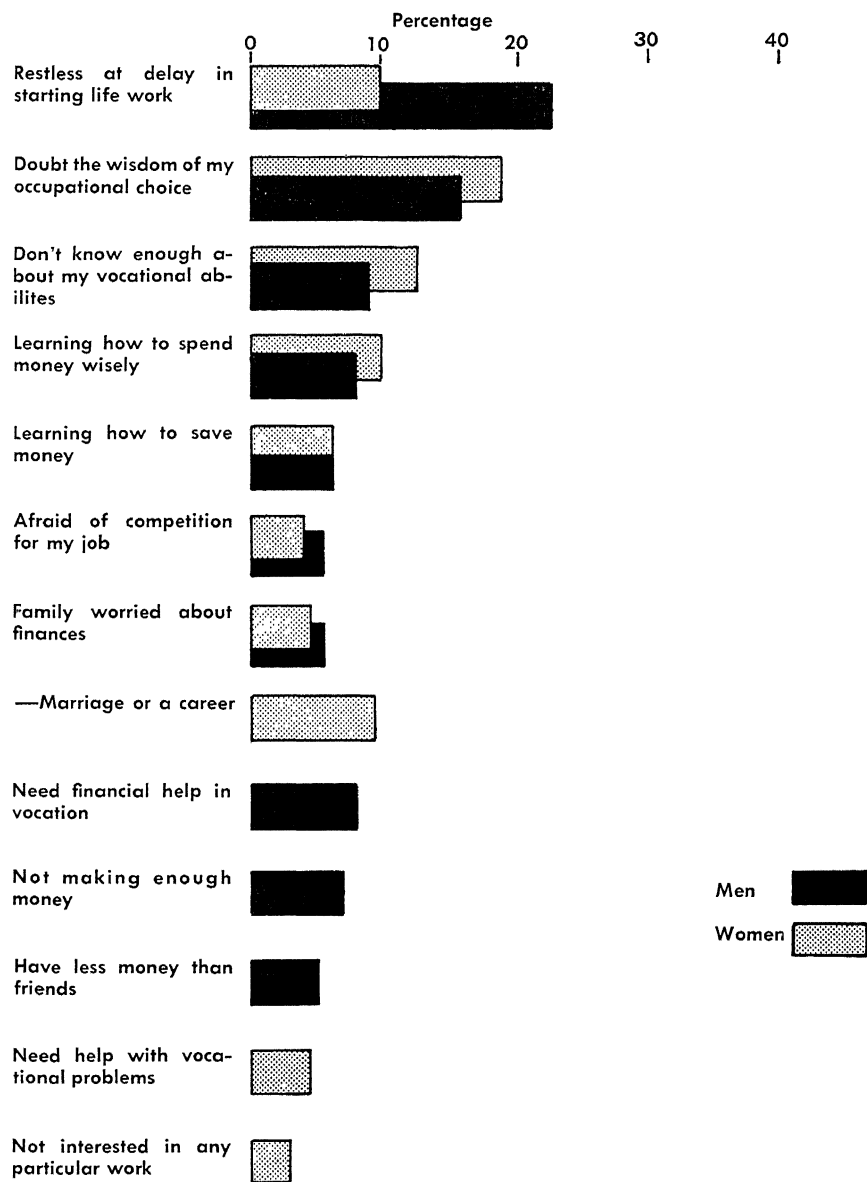
"Restless at delay in starting my life work" and "Doubt the wisdom of my occupational choice," are the two items that were frequently checked by both the men and women in this area. These are logical concerns. Students, generally, have a feeling that it is a long time before their college work will be completed. They do not have an adequate appreciation for the amount and kind of preparation that is necessary to be successful in various vocations.

Students indicate a lack of understanding of their own vocational abilities. This concern for the "searching" or "inventorying" of themselves appears to be desirable. Unless they are concerned they would probably not pursue a study of as many vocational possibilities as desirable.

It is evident in observing Figure 11, that problems concerning money were of common concern to both men and women. This may be closely related to the problem of being restless in getting started on their work. It appears that students, particularly men, would like to be financially independent. Women, on the other hand, were worried about the problems of marriage or career or not having interest in any particular kind of work.

There are many opportunities available to students for obtaining information concerning this area of vocation and economic. In addition to prescribed courses of study which includes some basic work in economics, there is the opportunity to make use of the Occupational Opportunities Service. This service is designed primarily to help students to identify their particular aptitudes and interests. Likewise, counselling with some emphasis upon vocational guidance is available in all of the various departments as well as in the college offices.

**Fig. 11.—Ten problems checked most frequently by freshmen men and women**



## MORALS AND RELIGION

The four items checked most frequently were identical for both men and women and perhaps express the guilt feelings of this age group as well as the freedom some of them are having through being away from home for the first time.

30% of men and 22.8% of women checked "fail to go to church as often as I should." Some students, relieved of family pressures or home example, showed their independence by not attending church. For others, late hours, unfinished homework, lack of a companion to accompany them or not finding the "right" church were the reasons given.

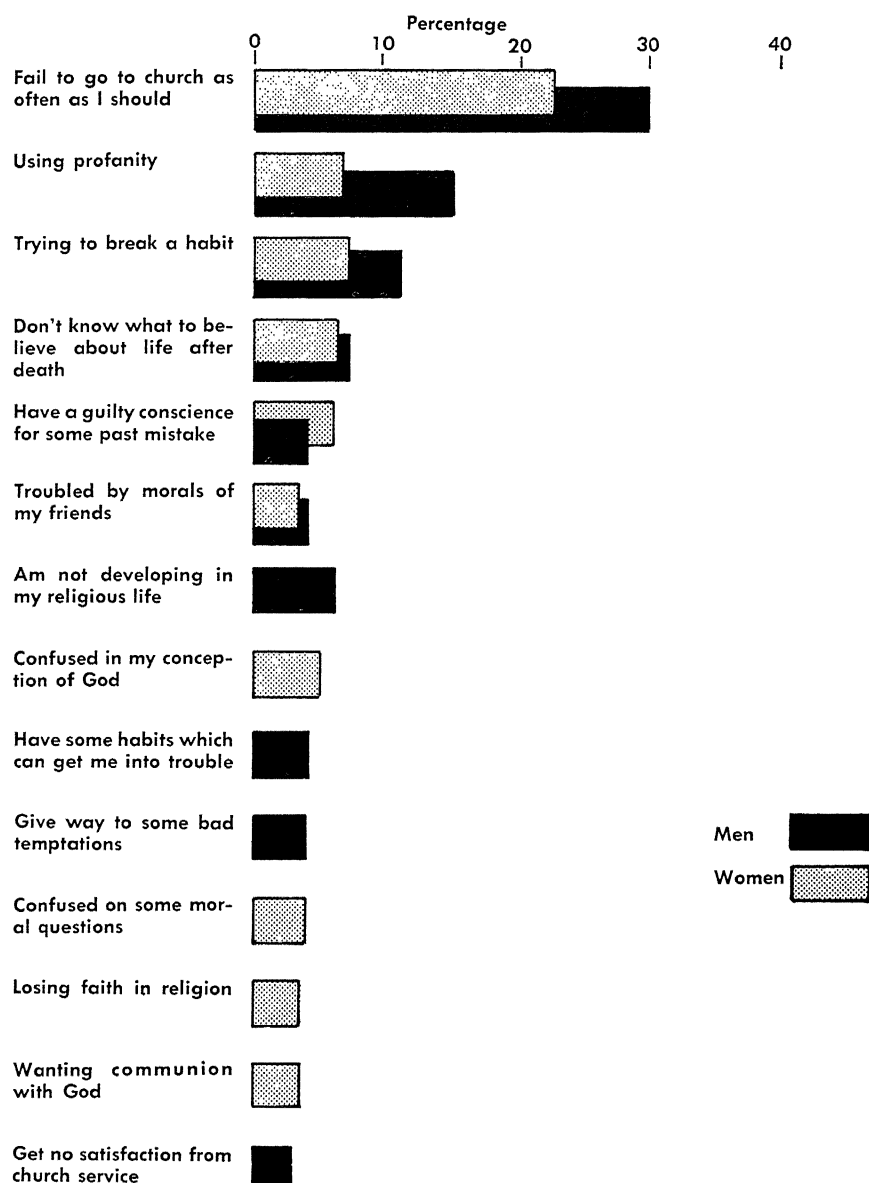
In some of the student conferences, the freshmen stated that part of their confusion had started with this first major break from home and with this opportunity to become acquainted with a variety of people having different backgrounds, religions and morals.

The complete freedoms of some individuals as compared to the strict backgrounds of others as well as certain science courses seem to explain part of their confusion.

A few of the students who came in for conference asked for specific help to straighten out some of their ideas were referred to the campus religious coordinator. Others were interested in the social and youth activities of some of the church groups bordering the campus.

Trying to break a bad habit, feeling guilty for a past mistake, being tempted or confused on a moral question were other concerns of these young people.

**Fig. 12.—Ten problems checked most frequently by freshmen men and women**



## HOME AND FAMILY

Although the area of home and family ranked tenth for the entire group in the number of problems checked, yet in conference with these freshmen some of their comments expressing their feelings toward their families seemed to indicate that some had more problems than was evidenced by the number of responses.

Some felt that their parents were difficult to talk with about personal problems or were no longer interested in their activities. Other students stated their parents were "too prying" and didn't allow them enough freedom. As one student complained, "They just won't let me grow up!"

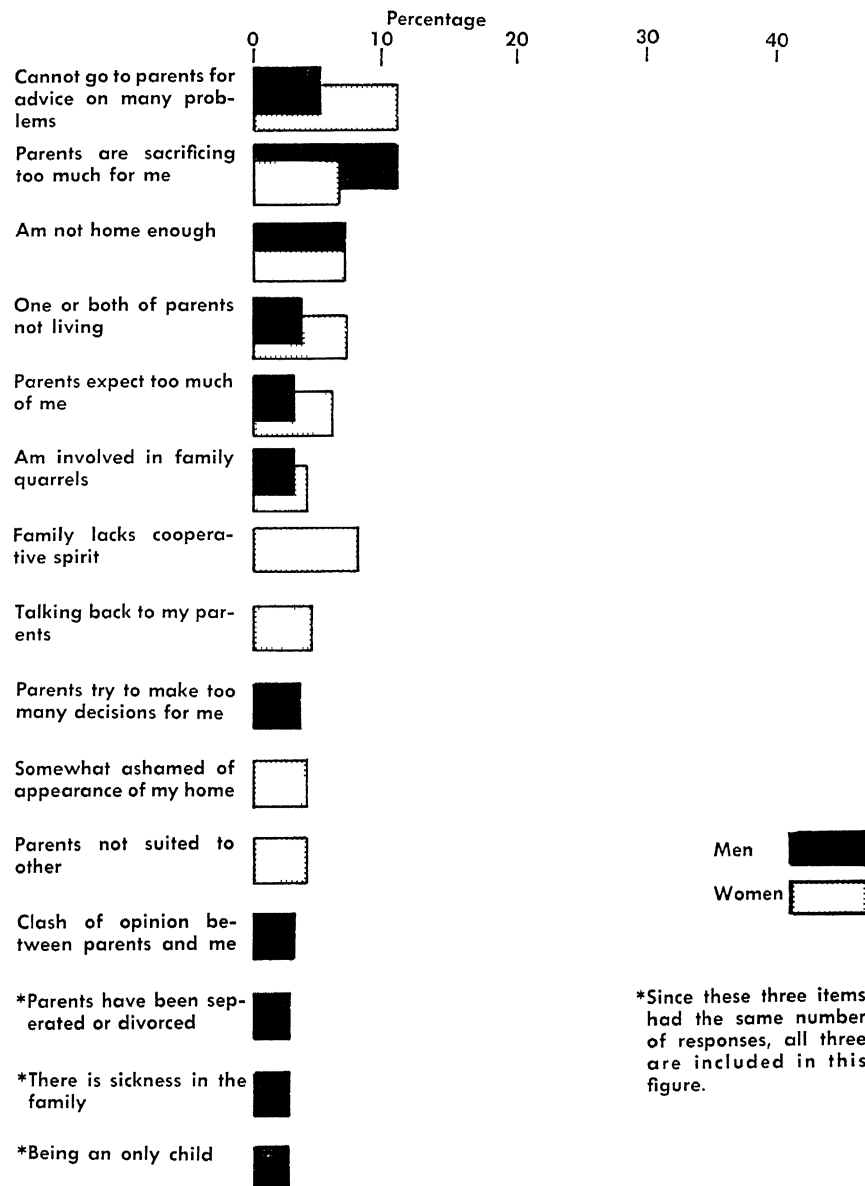
Conflicts among family members were evident in some of their responses as "am involved in family quarrels" or "family lacks cooperative spirit." A few parents had made so many decisions for their sons or daughters that the student was glad to be away from their restrictions and what he felt to be unfair limits.

Some of the girls living at home felt they were restricted in ways that the dormitory girls were not. For instance, they were often expected to be home for dinner, to help with household tasks, to attend family social functions and so felt they were not allowed enough freedom.

On the other hand many of the students felt they had "swell" parents and their only concern was that their parents were working too hard trying to give them an education.

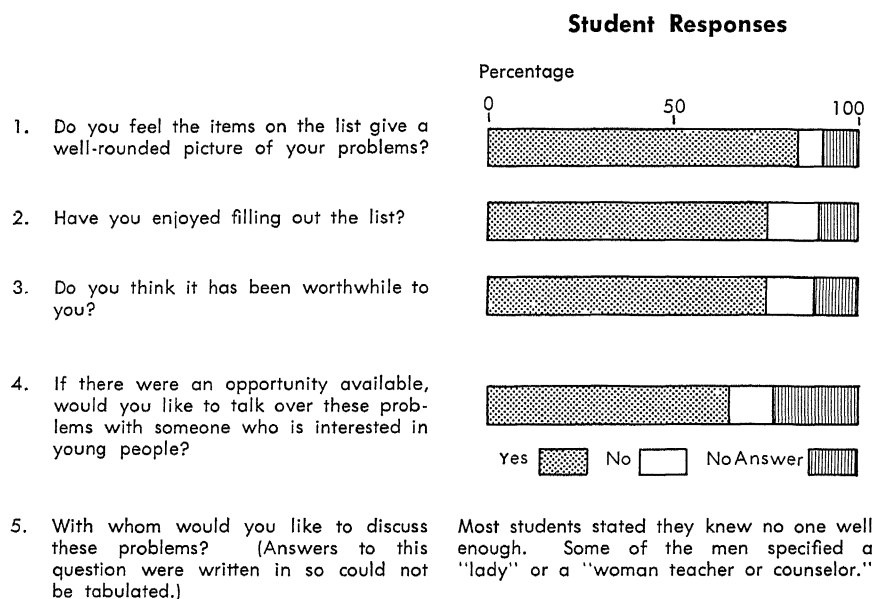


**Fig. 13.—Ten problems checked most frequently by freshmen men and women**



## STUDENT REACTION TO BENDER CHECK LIST

Five questions were asked these freshmen on the back of the check list relative to their feelings toward the personal value of this type of list to them. Their responses to specific questions follows:



## SUGGESTED TOPICS FOR DISCUSSION

Specific questions or problems students wanted discussed in a meeting are shown on the following pages. "What to do on a date" or "How to have a date" was the highest single item and was written in by 60 students.

In classifying topics in terms of frequency, the largest number was 98 in the area of relations with people, including dating; while 97 were in the area of courtship, sex, and marriage.

These figures are rough estimates since, for example, some students wrote a single word "marriage" while others listed several items which could be classified under "marriage."

## SPECIFIC QUESTIONS STUDENTS WANT DISCUSSED IN YOUTH GROUPS

| No. times<br>question<br>asked | Area and Types of Questions or Problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 98                             | <b>Relations with people including dating and family interaction</b><br>What to do on dates, how to have dates?<br>Do most girls want to be dated?<br>How to get acquainted<br>How to understand girls, fellows<br>Men's opinions about girls and dating<br>"Girls in college don't give boys a chance"<br>How to carry on a conversation<br>Social etiquette—how and what you should do<br>"How to get a girl to like you and maybe even love you<br>without giving her a line.<br>Family relations, parent-child conflict, decision-making<br>"Permanent or transit home"<br>Use of leisure time, not enough time, fraternities |
| 97                             | <b>Courtship, Sex and Marriage</b><br>Marriage to be successful—what's involved, age<br>"Why so many are afraid of marriage?"<br>Marriage while in school<br>Combination of marriage and a career<br>Going steady, engagement<br>"What men think about certain things"<br>"When do you know when you're in love"<br>"What is the meaning of a kiss?"<br>Sex before marriage, premarital counsel, birth control<br>"Prudishness of our present society"<br>Sex urge, control, desire<br>"What to do about going steady with some one you<br>intend to marry?"<br>Planning for the future, establishing a home                      |
| 56                             | <b>Personal Temperament Including Personality Development and Health</b><br>Get along with others, having friends<br>Tactfulness<br>Improvement of self—dance<br>How to select clothes—grooming<br>Build up confidence, inferiority complex<br>Worry too much<br>Discouraged, shyness<br>"How to obtain that wanted feeling"                                                                                                                                                                                                                                                                                                      |

"How not to take things too seriously"  
Jealousy  
"Cramps," complexion, diet  
Arm injury  
Speech handicap

47     **Morals and Religion**

Why standards are so different between some people  
What is right, what is wrong?  
How to break a habit  
"Hippocracy of religion"  
Conception of God  
Religion and Science

39     **Citizenship Including Politics**

War  
"How we youth can help overthrow communism"  
Military service conditions

37     **Vocations and Economics**

Job on campus  
Choice of major area  
Money—lack of, how to spend wisely  
May have to support mother and sister

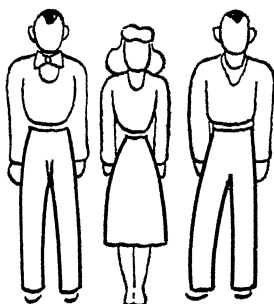
21     **Education**

Study habits  
English, reading, spelling  
"Reading and thinking for ourselves"  
College—whether to go, forced to attend  
Disgusted with college

## CONCLUSIONS AND IMPLICATIONS

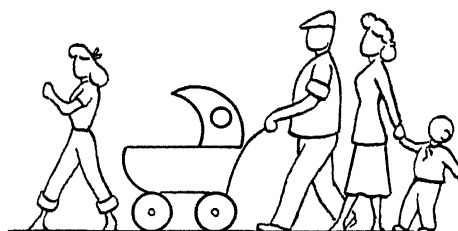
College freshmen have many personal problems. These concerns cut across all areas of living rather than being concentrated in the area of getting a college education. The problem items marked by the freshmen as well as their suggestions imply that study, discussion and/or activity should be planned in the following:

- a. Solving education problems
- b. Choosing a vocation and getting established in it
- c. Being a good citizen
- d. Becoming socially well adjusted
- e. Choosing a mate
- f. Maintaining proper relations with home and family
- g. Being morally good
- h. Keeping healthy
- i. Having proper personal integration and relations with others.

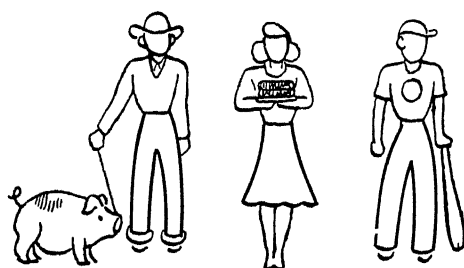


College freshmen should be provided an opportunity for assuming an increasing amount of responsibility in identifying their own problems and planning ways and means for their solution. The problem check list is a device that is enjoyed by most youth and they feel that it is a good means to use in inventorying their problems. Either the check list or some similar device or technique should be used with youth as a basis for individual and group guidance.

Parents should be conscious of the need for mutual give-and-take of opinions and exchange of ideas and information. They should understand the many physiological and psychological changes which are occurring in their sons and daughters. Young people do not object to imposed limitations if there is fairness and they understand the reasons for the same. They want, however, parents and others to understand their objectives and problems and have an appreciation of the fact that they are in a position to assume increasing responsibility in making their decisions. Parental judgment without facts or understanding can build barriers within a family that are almost insurmountable.



Most parents are interested in what happens to their son or daughter in college, yet they may not be aware that what has been occurring at home during the adolescent period may affect the college adjustment of their freshman. Young children are influenced by their surroundings and the individuals within their family circle. As they grow toward independence and adulthood, they need parents who will give them increasing responsibility and an opportunity to make their own decisions and have more freedom. This launching period is sometimes as difficult for the parent who wants to continue to control the high school adolescent and even the college freshman as for the freshman who wants to be completely on his own. Perhaps if counselors and parents could have more opportunity to confer on the problems that concern youth, a better understanding of the youth himself and the role the parents could play, would result.



**College freshmen** want to discuss their problems with youth counselors and to participate in programs with other young people. They want to counsel with a person who has a broad understanding of youth problems, one who is well acquainted

with the many resources that are available for help and one who keeps in confidence the problems of youth.

The organized program for youth should be based upon their interests and problems and should involve meetings and/or activity in mixed groups as well as with their own sex.

Group workers whether in 4-H, YMCA, YWCA, church or social groups need to be aware of some of the social problems of this age group and to provide opportunities for wholesome recreation.

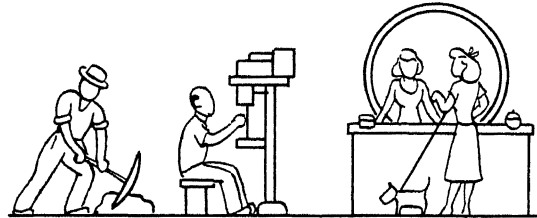


**Teachers and administrators** on the high school and college levels need to evaluate course offerings in terms of present and future needs of students. In too many cases the emphasis is wholly upon subject matter rather than the teaching of young men and women.

Teaching would be far more effective if we could relate the subject matter to the needs of the students.

**Youth counselors** need to provide for both individual and group counseling. In doing so, they must recognize that a college freshman has problems and concerns that go beyond passing courses.

They must understand that youth want to live a satisfactory and complete life as much as possible while pursuing college work and as they work toward their future goals.



The counseling program should be broad and take advantage of the many opportunities for specialized services as well as the student organization groups. Youth counselors should exert their influence in attempting to develop well-rounded programs in the various organizations in order to meet the needs not otherwise being met.

The home, the school, the church and the community need to become aware of and understand the problems and concerns of young people and to work together with youth in the solution of their difficulties and in guiding them toward the development of a healthy, well-rounded personality.

## APPENDIX

### Bender's Problem Check List

(Total responses of Freshmen men and women summarized)

### PROBLEM CHECK LIST

#### Form for Rural Youth

The Appendix includes a duplication of the cover page of the Problem Check List Form for Rural Youth as well as a complete listing of the 300 problem items. The number of the 400 men and 167 women checking each of the problem items is also reported. It should be noted that the 50 items listed on each page have some significance. They represent the first five items in each of the ten areas. For example, the first five items are in the area of Health and Physical, and on succeeding pages in the Appendix, the first five items are likewise in that same area. This causes the respondent to cut across all areas of problems rather than completely checking one area before moving to another. The person checking the list is not conscious of this division. The areas according to the listing of the items in groups of five from top to bottom are as follows:

|                          |                             |
|--------------------------|-----------------------------|
| Health and Physical      | Morals and Religion         |
| Relationship with people | Personal Temperament        |
| Citizenship              | Courtship, Sex and Marriage |
| Education                | Social and Recreational     |
| Vocational and Economic  | Home and Family             |

Copies of the complete check list may be secured from the Bureau of Educational Research of The Ohio State University.



## PROBLEM CHECK LIST

### Form for Rural Youth

By RALPH E. BENDER  
Department of Agricultural Education, Ohio State University

#### PART I—SURVEY OF PRESENT STATUS

Please fill in these blanks:

Name, if you desire to give it.....  
Address—Town..... County.....  
Present place of residence, farm or non-farm..... Is the residence owned or rented?.....  
Where would you like to establish your home? Farm..... Village..... City.....  
Sex: Male..... Female..... Age, to nearest birthday.....  
Are you married or single?..... Number of brothers..... Number of sisters.....  
Is your mother living?..... Is your father living?.....  
If both parents are living, do they live together?.....  
Are you enrolled in high school or college at present?..... If so, what grade?.....  
Did you graduate from high school?..... If not, what is the highest grade completed?.....  
What schooling have you had beyond high school?.....  
Have you had military service?..... Number of months.....  
Are you employed?..... Full-time or part-time.....  
What is your job or vocation?.....  
In what job or vocation would you like to become established?.....

Check the situation that applies to you:

- ☐ Work at home, without regular share or pay
- ☐ Work at home, with definite allowance, share or pay
- ☐ Work away from home, live at home
- ☐ Work away from home, live away from home

Check the following organizations in which you participate:

- |                                                      |                                                               |
|------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Church                      | <input type="checkbox"/> Young Peoples' Society of the Church |
| <input type="checkbox"/> Grange                      | <input type="checkbox"/> Farm Bureau Youth Council            |
| <input type="checkbox"/> Community Club              | <input type="checkbox"/> Vocational Agriculture—Young Farmers |
| <input type="checkbox"/> Home Economics Group        | <input type="checkbox"/> Lodge                                |
| <input type="checkbox"/> Extension—Older Youth Group | <input type="checkbox"/> (List others).....                   |
|                                                      | <input type="checkbox"/> .....                                |

Check the following that you have in your home:

- |                                          |                                                  |
|------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Radio           | <input type="checkbox"/> Running water           |
| <input type="checkbox"/> Telephone       | <input type="checkbox"/> Piano                   |
| <input type="checkbox"/> Daily newspaper | <input type="checkbox"/> Bathroom                |
| <input type="checkbox"/> Washing machine | <input type="checkbox"/> Central furnace heating |
| <input type="checkbox"/> Electricity     | <input type="checkbox"/> Refrigerator            |

SPACE FOR AREA TOTALS

#### PART II—PROBLEM LIST

##### Directions

This is a list of troublesome problems which often face rural young people—problems of health, vocation, religion, social life, and the like. Go through the list, pick out the particular problems which are of concern to you and indicate those which are of most concern. Please understand that problems of concern to you are not necessarily indications of weakness on your part. For example, it is possible that more people should be personally concerned about the national debt or their lack of information with regard to successful marriage. More specifically, take these two steps:

1. Read the list slowly, pause at each item, and if it suggests something which is troubling you, underline it, thus "22. Doubt the wisdom of my occupational choice." Go through the entire list, underlining the items which suggest troubles (difficulties, worries) of concern to you.
2. After completing the first step, look back over the items that you have underlined and circle the numbers in front of the items which are of most concern to you, thus "20. Doubt the wisdom of my occupational choice."

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BUREAU OF EDUCATIONAL RESEARCH  
OHIO STATE UNIVERSITY  
(This Form is adapted from Check Lists by Ross L. Mooney)

| <b>M</b> | <b>W</b> | <b>Total</b> |                                                            |
|----------|----------|--------------|------------------------------------------------------------|
| 18       | 25       | 43           | 1. Sluggish and tired much of the time                     |
| 13       | 2        | 15           | 2. Clumsy and awkward                                      |
| 25       | 24       | 49           | 3. Overweight                                              |
| 52       | 10       | 62           | 4. Underweight                                             |
| 20       | 31       | 51           | 5. Have a poor posture                                     |
| 4        | 0        | 4            | 6. Usually dislike having people around                    |
| 8        | 2        | 10           | 7. People seem to avoid me                                 |
| 15       | 1        | 16           | 8. Have no close friends                                   |
| 43       | 17       | 60           | 9. Slow in making friends                                  |
| 4        | 1        | 5            | 10. Tend to lose the friends I make                        |
| 8        | 10       | 18           | 11. No interest in community projects                      |
| 2        | 3        | 5            | 12. Do not understand meaning of democracy                 |
| 9        | 2        | 11           | 13. Lost faith in democratic procedures                    |
| 35       | 21       | 56           | 14. Lack interest in governmental affairs                  |
| 8        | 1        | 9            | 15. Annoys me to have to obey laws                         |
| 146      | 41       | 187          | 16. Feel I need to have more schooling                     |
| 9        | 1        | 10           | 17. Schools don't seem to offer what I need                |
| 2        | 0        | 2            | 18. Don't have opportunity to secure the training I need   |
| 63       | 29       | 92           | 19. Don't like to study                                    |
| 67       | 19       | 86           | 20. Not genuinely interested in books                      |
| 94       | 17       | 111          | 21. Restless at delay in starting life work                |
| 65       | 32       | 97           | 22. Doubt the wisdom of my occupational choice             |
| 7        | 2        | 9            | 23. Not fit for my chosen work                             |
| 3        | 3        | 6            | 24. Have a half-hearted interest in my work                |
| 23       | 7        | 30           | 25. Afraid of competition for my job                       |
| 119      | 38       | 157          | 26. Fail to go to church as often as I should              |
| 14       | 3        | 17           | 27. Get no satisfactions from church services              |
| 24       | 5        | 29           | 28. Am not developing in my religious life                 |
| 11       | 9        | 20           | 29. Confused in my conceptions of God                      |
| 6        | 3        | 9            | 30. Fail to see the place of religion in my daily life     |
| 33       | 15       | 48           | 31. Nervous and over-excitable                             |
| 27       | 8        | 35           | 32. Frequently lose my temper                              |
| 96       | 56       | 152          | 33. Worry too much                                         |
| 69       | 29       | 98           | 34. Am often discouraged                                   |
| 74       | 45       | 119          | 35. Take things too seriously                              |
| 12       | 11       | 23           | 36. Disappointed in a love affair                          |
| 6        | 6        | 12           | 37. Afraid of marriage                                     |
| 18       | 16       | 34           | 38. Afraid I'll never find a suitable mate                 |
| 22       | 12       | 34           | 39. Forced to delay marriage for financial reasons         |
| 68       | 18       | 86           | 40. Have too few dates                                     |
| 23       | 4        | 27           | 41. Not enough opportunities for recreation                |
| 23       | 6        | 29           | 42. Not enough opportunities for sports                    |
| 38       | 8        | 46           | 43. Do not have a hobby                                    |
| 34       | 12       | 46           | 44. Don't know how to entertain at parties or small groups |
| 59       | 17       | 76           | 45. Unsure of my social etiquette                          |
| 6        | 7        | 13           | 46. Somewhat ashamed of appearance of my home              |
| 10       | 3        | 13           | 47. Lack many of the modern conveniences in my home        |
| 5        | 5        | 10           | 48. Am unhappy at home                                     |
| 15       | 6        | 21           | 49. Parents try to make too many decisions for me          |
| 13       | 10       | 23           | 50. Parents expect too much of me                          |

|     |    |     |                                                         |
|-----|----|-----|---------------------------------------------------------|
| 40  | 32 | 72  | 51. Have a poor complexion                              |
| 5   | 3  | 8   | 52. In poor physical condition too much of the time     |
| 7   | 0  | 7   | 53. Threatened with a serious ailment                   |
| 8   | 5  | 13  | 54. Have a poor appetite                                |
| 44  | 59 | 103 | 55. Get too little sleep                                |
| 40  | 16 | 56  | 56. Lack leadership ability                             |
| 3   | 2  | 5   | 57. Try to dominate people                              |
| 10  | 8  | 18  | 58. Dislike someone very much                           |
| 2   | 2  | 4   | 59. Some one dislikes me very much                      |
| 1   | 4  | 5   | 60. Lack opportunity to be a part of an organized group |
| 4   | 4  | 8   | 61. Uninterested in voting                              |
| 7   | 1  | 8   | 62. Vote—but not intelligently                          |
| 35  | 5  | 40  | 63. Have a strong preference for one political party    |
| 37  | 9  | 46  | 64. Troubled over the national debt                     |
| 72  | 26 | 98  | 65. Wonder why we fought the war                        |
| 68  | 38 | 106 | 66. Unable to express myself in words                   |
| 136 | 32 | 168 | 67. Weak in writing                                     |
| 163 | 37 | 200 | 68. Weak in spelling                                    |
| 126 | 79 | 205 | 69. Have difficulty in concentrating                    |
| 115 | 42 | 157 | 70. Read too slowly                                     |
| 2   | 2  | 4   | 71. Afraid I'll be unemployed                           |
| 19  | 16 | 35  | 72. Troubled by problem of "marriage or career"         |
| 3   | 0  | 3   | 73. Do not have adequate vocational training for my job |
| 33  | 2  | 35  | 74. Need financial help in my vocation                  |
| 8   | 3  | 11  | 75. Unable to get an opportunity in what I'd like to do |
| 3   | 0  | 3   | 76. Affected by religious prejudice                     |
| 3   | 2  | 5   | 77. Affected by race prejudice                          |
| 9   | 0  | 9   | 78. Moral code is weakening                             |
| 18  | 3  | 21  | 79. Have some habits which can get me into trouble      |
| 17  | 10 | 27  | 80. Have a guilty conscience for some past mistake      |
| 76  | 48 | 124 | 81. Lack confidence in myself                           |
| 52  | 33 | 85  | 82. Often confused on what I want                       |
| 9   | 8  | 17  | 83. Feel I don't know myself very well                  |
| 9   | 5  | 14  | 84. Lack a satisfying way of life                       |
| 7   | 1  | 8   | 85. Feel the future offers me little                    |
| 28  | 13 | 41  | 86. Seem to lack attractiveness to opposite sex         |
| 10  | 1  | 11  | 87. Uninterested in opposite sex                        |
| 1   | 5  | 6   | 88. Don't seem to have normal sex urges                 |
| 3   | 1  | 4   | 89. Have too many dates                                 |
| 29  | 20 | 49  | 90. Knowing whether I'm in love                         |
| 52  | 16 | 68  | 91. In too few social activities                        |
| 26  | 24 | 50  | 92. Have too little time for myself                     |
| 54  | 34 | 88  | 93. Feel I'm not using my leisure time well             |
| 39  | 39 | 78  | 94. Too little chance for reading what I like           |
| 22  | 20 | 42  | 95. Not enough opportunities for art and music          |
| 21  | 19 | 40  | 96. Cannot go to parents for advice on many problems    |
| 0   | 0  | 0   | 97. Parents do not trust me                             |
| 5   | 4  | 9   | 98. Am hiding something from my parents                 |
| 13  | 7  | 20  | 99. Am involved in family quarrels                      |
| 7   | 7  | 14  | 100. Parents are not well suited to each other          |

|     |    |     |      |                                                        |
|-----|----|-----|------|--------------------------------------------------------|
| 12  | 0  | 12  | 101. | Have a speech handicap                                 |
| 17  | 1  | 18  | 102. | Have a physical handicap                               |
| 5   | 0  | 5   | 103. | Have poor hearing                                      |
| 45  | 23 | 68  | 104. | Eyes are weak or vision is limited                     |
| 48  | 16 | 64  | 105. | Have considerable trouble with teeth                   |
| 8   | 2  | 10  | 106. | Don't seem to fit in with present groups               |
| 18  | 7  | 25  | 107. | Don't like to get involved in groups                   |
| 4   | 5  | 9   | 108. | Not enough opportunity for cooperative activity        |
| 7   | 5  | 12  | 109. | Seldom given a position of responsibility              |
| 1   | 2  | 3   | 110. | I'm against organizations generally                    |
| 99  | 33 | 132 | 111. | Do not believe we will have a lasting peace            |
| 33  | 7  | 40  | 112. | Troubled over federal control                          |
| 19  | 1  | 20  | 113. | Worried over price fixing                              |
| 8   | 3  | 11  | 114. | Not interested in the welfare of other nations         |
| 9   | 2  | 11  | 115. | Not sure of our ability to solve employment problem    |
| 129 | 67 | 196 | 116. | Vocabulary too limited                                 |
| 36  | 12 | 48  | 117. | Need vocational training                               |
| 32  | 5  | 37  | 118. | Need training in business procedures                   |
| 40  | 17 | 57  | 119. | Have difficulty in thinking through a problem          |
| 57  | 14 | 71  | 120. | Dislike dealing in theories                            |
| 5   | 1  | 6   | 121. | Not making vocational advancement fast enough          |
| 6   | 3  | 9   | 122. | Family opposes choice of occupation                    |
| 7   | 0  | 7   | 123. | Occupation makes the establishment of a home difficult |
| 37  | 21 | 58  | 124. | Don't know enough about my vocational abilities        |
| 6   | 3  | 9   | 125. | Don't know how to look for a job                       |
| 16  | 6  | 22  | 126. | Troubled by the morals of my friends                   |
| 4   | 0  | 4   | 127. | Getting a bad reputation                               |
| 4   | 3  | 7   | 128. | Sometimes being dishonest                              |
| 18  | 2  | 20  | 129. | Give way to some bad temptations                       |
| 45  | 12 | 57  | 130. | Trying to break a habit                                |
| 8   | 3  | 11  | 131. | Feel I have very little to offer the world             |
| 13  | 11 | 24  | 132. | Lack plans for the future                              |
| 20  | 9  | 29  | 133. | Depend too much on others                              |
| 45  | 23 | 68  | 134. | Too slow in getting things done                        |
| 14  | 12 | 26  | 135. | Too self-centered                                      |
| 21  | 12 | 33  | 136. | Don't know what to do about petting and necking        |
| 12  | 2  | 14  | 137. | Sometimes lose control of sex urges                    |
| 40  | 8  | 48  | 138. | Have insufficient knowledge about sex matters          |
| 6   | 3  | 9   | 139. | Repelled by ideas of intimate sexual acts              |
| 16  | 3  | 19  | 140. | Thinking too much about sex matters                    |
| 26  | 17 | 43  | 141. | Not enough opportunities to listen to the radio        |
| 18  | 10 | 28  | 142. | Don't get to see enough shows                          |
| 6   | 2  | 8   | 143. | In too many social activities                          |
| 118 | 8  | 126 | 144. | Don't know how to dance                                |
| 41  | 9  | 50  | 145. | Ill at ease at social functions                        |
| 11  | 6  | 17  | 146. | Parents have been separated or divorced                |
| 11  | 5  | 16  | 147. | There is sickness in the family                        |
| 16  | 12 | 28  | 148. | One or both of parents not living                      |
| 3   | 4  | 7   | 149. | Am home too much                                       |
| 5   | 3  | 8   | 150. | Don't like to take friends in my home                  |

|     |    |     |      |                                                      |
|-----|----|-----|------|------------------------------------------------------|
| 34  | 17 | 51  | 151. | Frequently have colds                                |
| 22  | 11 | 33  | 152. | Frequently have headaches                            |
| 61  | 18 | 79  | 153. | Frequently have nose or sinus trouble                |
| 13  | 10 | 23  | 154. | Frequently have sore throats                         |
| 7   | 4  | 11  | 155. | Have digestive troubles                              |
| 43  | 37 | 80  | 156. | Feelings too easily hurt by criticism                |
| 50  | 30 | 80  | 157. | Speaking or acting before I think                    |
| 14  | 6  | 20  | 158. | Too often hurt other people's feelings               |
| 23  | 2  | 25  | 159. | Too easily led by other people                       |
| 21  | 5  | 26  | 160. | Get into too many arguments                          |
| 43  | 8  | 51  | 161. | Taxes seem unfair                                    |
| 39  | 4  | 43  | 162. | Afraid that farmers are losing their independence    |
| 82  | 29 | 111 | 163. | Concerned over corruption in politics                |
| 62  | 14 | 76  | 164. | Troubled over the power of labor unions              |
| 16  | 1  | 17  | 165. | Afraid of big business                               |
| 113 | 21 | 134 | 166. | Have trouble with mathematics that I need            |
| 29  | 4  | 33  | 167. | Without a counsellor on educational problems         |
| 44  | 18 | 62  | 168. | Not smart enough                                     |
| 28  | 19 | 47  | 169. | Not enough time for study                            |
| 19  | 10 | 29  | 170. | Don't take advantage of educational opportunities    |
| 7   | 2  | 9   | 171. | Unable to get occupational information I need        |
| 0   | 0  | 0   | 172. | Job contract or partnership is unfair                |
| 5   | 5  | 10  | 173. | Not really interested in any particular kind of work |
| 0   | 3  | 3   | 174. | Not doing anything to improve myself vocationally    |
| 14  | 8  | 22  | 175. | Need more help with my vocational problems           |
| 10  | 2  | 12  | 176. | Drinking intoxicants                                 |
| 59  | 11 | 70  | 177. | Using profanity                                      |
| 29  | 11 | 40  | 178. | Don't know what to believe about life after death    |
| 8   | 7  | 15  | 179. | Confused on some moral questions                     |
| 7   | 6  | 13  | 180. | Losing faith in religion                             |
| 8   | 5  | 13  | 181. | My life is dull and monotonous                       |
| 3   | 0  | 3   | 182. | Usually fail in what I attempt                       |
| 42  | 25 | 67  | 183. | Forgetting things                                    |
| 32  | 9  | 41  | 184. | Carelessness                                         |
| 49  | 19 | 68  | 185. | Moodiness, having the "blues"                        |
| 15  | 7  | 22  | 186. | Need more help on the problem of establishing a home |
| 20  | 14 | 34  | 187. | Need help on what makes marriage successful          |
| 12  | 13 | 25  | 188. | Being in love with someone I can't marry             |
| 42  | 16 | 58  | 189. | Going steady                                         |
| 26  | 8  | 34  | 190. | Becoming engaged                                     |
| 9   | 7  | 16  | 191. | Don't mix easily with my own sex                     |
| 48  | 16 | 64  | 192. | Don't mix easily with opposite sex                   |
| 63  | 19 | 82  | 193. | Unskilled in conversation                            |
| 41  | 13 | 54  | 194. | Awkward in meeting people                            |
| 46  | 20 | 66  | 195. | Slow in getting acquainted                           |
| 43  | 11 | 54  | 196. | Parents are sacrificing too much for me              |
| 6   | 4  | 10  | 197. | Not getting along with a member of the family        |
| 7   | 4  | 11  | 198. | Relatives interfere with family affairs              |
| 3   | 2  | 5   | 199. | Partiality shown to some member of family            |
| 1   | 1  | 2   | 200. | Wish I had a better family background                |

|    |    |     |      |                                                      |
|----|----|-----|------|------------------------------------------------------|
| 11 | 4  | 15  | 201. | Feet hurt or tire easily                             |
| 3  | 9  | 12  | 202. | Too tall                                             |
| 26 | 9  | 35  | 203. | Too short                                            |
| 13 | 11 | 24  | 204. | Not getting enough of the right kind of exercise     |
| 5  | 8  | 13  | 205. | Not getting proper diet                              |
| 13 | 6  | 19  | 206. | Jealous too much of the time                         |
| 28 | 20 | 48  | 207. | Shyness                                              |
| 33 | 32 | 65  | 208. | Feeling inferior                                     |
| 13 | 1  | 14  | 209. | Have no one to tell my troubles to                   |
| 2  | 1  | 3   | 210. | Picking the wrong kind of friends                    |
| 5  | 5  | 10  | 211. | Don't understand tariffs                             |
| 3  | 2  | 5   | 212. | Don't believe in equal opportunities for all people  |
| 25 | 10 | 35  | 213. | Wonder about freedom                                 |
| 44 | 13 | 57  | 214. | Feel government lacks trained leadership             |
| 3  | 3  | 6   | 215. | Feel women are unfairly discriminated against        |
| 47 | 5  | 52  | 216. | Deciding whether or not to go to college             |
| 6  | 6  | 12  | 217. | Disagreement with parents on educational plans       |
| 6  | 4  | 10  | 218. | Chance for continued education and still retain job  |
| 62 | 13 | 75  | 219. | Lack finances for college education                  |
| 2  | 1  | 3   | 220. | Chance for discussion of problems in local community |
| 3  | 0  | 3   | 221. | Dissatisfied with present job or work                |
| 30 | 2  | 32  | 222. | Not making enough money                              |
| 24 | 10 | 34  | 223. | Learning how to save money                           |
| 34 | 17 | 51  | 224. | Learning how to spend money wisely                   |
| 10 | 4  | 14  | 225. | Going in debt or being in debt                       |
| 8  | 3  | 11  | 226. | Bothered by ideas of heaven and hell                 |
| 12 | 4  | 16  | 227. | Science conflicting with my religion                 |
| 1  | 2  | 3   | 228. | Religious instruction in the home                    |
| 0  | 1  | 1   | 229. | Have given up all interest in religion               |
| 4  | 4  | 8   | 230. | Concerned about double standards in morals           |
| 36 | 16 | 52  | 231. | Stubbornness                                         |
| 59 | 24 | 83  | 232. | Do too much day dreaming                             |
| 20 | 10 | 30  | 233. | Talk too much                                        |
| 71 | 34 | 105 | 234. | Afraid of making mistakes                            |
| 13 | 9  | 22  | 235. | Sometimes wish I'd never been born                   |
| 14 | 11 | 25  | 236. | Getting married now and establishing a home later    |
| 8  | 1  | 9   | 237. | Venereal disease                                     |
| 9  | 6  | 15  | 238. | Embarrassed in discussions of sex                    |
| 3  | 1  | 4   | 239. | Getting married and living with parents              |
| 24 | 8  | 32  | 240. | Don't know how to select a suitable mate             |
| 10 | 7  | 17  | 241. | Lack skill in recreational activities                |
| 5  | 7  | 12  | 242. | Making a good appearance                             |
| 66 | 6  | 72  | 243. | Awkward in making a date                             |
| 39 | 8  | 47  | 244. | Not knowing what to do on a date                     |
| 16 | 1  | 17  | 245. | Not knowing how to select clothes                    |
| 3  | 4  | 7   | 246. | Living at home or too close to home                  |
| 13 | 5  | 18  | 247. | Clash of opinions between parents and me             |
| 2  | 2  | 4   | 248. | Feeling I really don't have a home                   |
| 4  | 3  | 7   | 249. | Parents are "old-fashioned"                          |
| 29 | 12 | 41  | 250. | Am not home enough                                   |

|     |    |     |      |                                                    |
|-----|----|-----|------|----------------------------------------------------|
| 31  | 10 | 41  | 251. | Have trouble with asthma and hay fever             |
| 23  | 12 | 35  | 252. | Not very attractive physically                     |
| 15  | 7  | 22  | 253. | Difficult to relax—don't sleep soundly             |
| 7   | 2  | 9   | 254. | Afraid I may need an operation                     |
| 0   | 20 | 20  | 255. | Menstrual disorders                                |
| 43  | 40 | 83  | 256. | Wanting a more pleasing personality                |
| 4   | 3  | 7   | 257. | Not getting along well with other people           |
| 4   | 3  | 7   | 258. | Failing to get the confidence of people            |
| 3   | 0  | 3   | 259. | Being snubbed                                      |
| 6   | 8  | 14  | 260. | Feel I'm left out of things                        |
| 31  | 16 | 47  | 261. | Afraid of the future of our government             |
| 175 | 21 | 196 | 262. | Concerned about military service                   |
| 52  | 19 | 71  | 263. | Wonder about the control of atomic energy          |
| 35  | 7  | 42  | 264. | Afraid the government is going to run everything   |
| 33  | 8  | 41  | 265. | Lack confidence in public officials                |
| 2   | 0  | 2   | 266. | Not interested in further education of any kind    |
| 0   | 2  | 2   | 267. | Need benefit of a group in learning                |
| 21  | 24 | 45  | 268. | Deciding whether to marry or continue education    |
| 1   | 0  | 1   | 269. | Forced to quit school to support family            |
| 7   | 2  | 9   | 270. | Going to school or continuing with present job     |
| 21  | 3  | 24  | 271. | Having less money than friends                     |
| 20  | 4  | 24  | 272. | Too many financial problems                        |
| 23  | 8  | 31  | 273. | Family worried about finances                      |
| 11  | 1  | 12  | 274. | Making investments in bonds, land, insurance, etc. |
| 9   | 0  | 9   | 275. | Joining a union                                    |
| 2   | 0  | 2   | 276. | Belonging to a minority religious group            |
| 9   | 6  | 15  | 277. | Wanting communion with God                         |
| 4   | 1  | 5   | 278. | Never having had a religion                        |
| 8   | 3  | 11  | 279. | Too little chance to develop my own religion       |
| 0   | 1  | 1   | 280. | Church seems "old fashioned"                       |
| 9   | 2  | 11  | 281. | Can't see the value of daily things I do           |
| 33  | 10 | 43  | 282. | Too hasty in making decisions                      |
| 25  | 4  | 29  | 283. | Don't take things seriously enough                 |
| 12  | 3  | 15  | 284. | Unhappy too much of the time                       |
| 10  | 8  | 18  | 285. | Too many personal problems                         |
| 6   | 5  | 11  | 286. | Religious differences prevent marriage             |
| 1   | 0  | 1   | 287. | Needed at home, so can't marry at present          |
| 12  | 11 | 23  | 288. | Breaking up a love affair                          |
| 8   | 6  | 14  | 289. | Going with a person my family won't accept         |
| 15  | 3  | 18  | 290. | Going too far in sex relations                     |
| 5   | 2  | 7   | 291. | Don't fit in with group with which I live          |
| 17  | 12 | 29  | 292. | Too little chance to do what I want to do          |
| 4   | 0  | 4   | 293. | Have too much spare time                           |
| 37  | 3  | 40  | 294. | Social functions too expensive for me              |
| 9   | 2  | 11  | 295. | Lack social activities locally                     |
| 11  | 1  | 12  | 296. | Being an only child                                |
| 2   | 0  | 2   | 297. | Wanting more freedom at home                       |
| 10  | 8  | 18  | 298. | Talking back to my parents                         |
| 2   | 3  | 5   | 299. | Parents do not set a good example                  |
| 9   | 14 | 23  | 300. | Family lacks cooperative spirit                    |